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ABSTRACT

Pennsylvania's Educational Quality Assessment Program (EQA) provides a school building assessment on each of the ten state adopted goals for quality education. Various teacher attitudes and usage of innovative classroom practices with respect to a series of control variables such as sex, educational level, experience, grade level and community type (urban, suburban, rural) are examined in this study, which represents a first stage analysis of the EQA. This data clearly shows that the most positive attitudes toward students, parents, fellow staff and school administration are held by elementary school teachers. Furthermore, they report fewer problems affecting the learning atmosphere and tend to use innovative practices more frequently than secondary teachers. Teachers with the least experience (1-4 years) reported the most frequent use of innovative classroom practices. A higher percentage of young teachers also reported that particular problems existed in their school, particularly those concerning discipline, poor instructional equipment, and student apathy toward learning. Although the analysis is only partially complete, this study appears to reflect a socialization process in which teachers, as they accrue time on the job, become less inclined to attempt innovative techniques and become more accepting of administration, facilities, and students. (Author/MV)

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A Survey of Teacher Attitudes and Classroom Practices

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Pennsylvania Department of Education

Presented at the Annual Meetings
of the American Educational Research Association
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Approximately 30,000 teachers, representing 780 elementary schools, 243 junior high or middle schools and 191 high schools responded to the 50-item Pennsylvania Educational Quality Assessment Teacher Questionnaire during regular assessment activities conducted in Spring 1974. The survey includes questions dealing with degree of satisfaction, perception of school problems, perception of school and district administration, self-perception and degree of personal use of classroom practices deemed innovative. Data were analyzed by grade level, teacher experience, educational level, sex and community type (urban, suburban, rural).

A Survey of Teacher Attitudes and Classroom Practices

Pennsylvania's Educational Quality Assessment Program (EQA) provides a school building assessment on each of the 10 state adopted goals of quality education (PDE, 1976a). Although the program focus is on student testing in each goal area, teachers are also surveyed regarding their degree of satisfaction, perception of school problems, perception of school and district administration, self-perception, classroom practices, etc. This information is included in the extensive 22-page report returned to the school (PDE, 1976b). Followup investigations of the impact of this information has indicated that it has been found useful in identifying problems which school administrators have had only marginal awareness or have been completely unaware of (Kim and Hertzog, 1976). Although the principle purpose of the EQA teacher survey is to provide information to schools participating in the assessment, the data may be more extentively analyzed and reported for the benefit of researchers interested in school problems.

The principle intent of the present investigation was to examine various teacher attitudes and usage of innovative classroom practices with respect to a series of control variables such as sex, educational level, experience, grade level and community type (urban, suburban rural). The results reported in this paper represent a first-stage analysis of the data.

METHOD

The Pennsylvania Teacher Questionnaire is composed of 50 items which may be subdivided into 10 general areas. Attitudinal items tap degree of satisfaction in one's relationship with parents, fellow staff, and students (one item each); extent to which classroom teaching is rewarding (one item); perception of school administrative effectiveness (six items); perception of district administrative effectiveness (three items); teacher self-concept (eight items); and perception of problems which may reduce the effectiveness of the school (eighteen items). Also included were questions concerning the degree to which personal use was made of various classroom practices deemed to be innovative (eleven items). In addition, there were seven items which pertained to teacher background characteristics (sex, the location where the teacher has lived most of his or her life, educational level and years of experience) and work situation (average class size, hours of classroom instruction per week, and for secondary, the average number of courses per day). The same questionnaire was answered by teachers of the elementary, junior high and senior high school levels. Analyses conducted dealt with each individual item rather than composite scores.

The data base for this investigation originated from a total of over 30,000 teachers from 1,224 schools in Pennsylvania who responded to the EQA teacher questionnaire in March 1974. Represented were teachers from 780 elementary schools, 243 junior high schools (or middle schools) and 191 high schools. There were approximately 10,000 teachers at each of the three levels.

The data thus far analyzed was intended for use by public school educators who are the recipients of the EQA school reports. Since the target audience was rather unsophisticated with regard to statistics, the analytical approach consisted of simple frequency distributions and crossbreaks. It was hoped that this approach would permit a straight forward presentation of data. Hopefully the results will be of interest to a research oriented audience as well.

RESULTS

Summarized in the six pages comprising Appendix A is the response frequency distribution for each item of the teacher questionnaire. Results in the form of percentages are presented separately for elementary, junior high school or middle school, and high school teachers. These levels are designated 5, 8 and 11 for convenience since they are the grade levels for which assessment takes place. Keep in mind, however, that the survey was not restricted to teachers in just those grade levels.

Although the data base consisted of teachers surveyed in the spring of 1974, it seems to quite adequately represent the attitudes of an equal number of teachers who were involved in the 1975 and 1976 assessments. Most items differed by only two to three percentage points across the three-year period. In most instances, the small, observed change was in the direction of a less positive attitude. The most dramatic change occurred for the question "In your teaching situation,

how satisfied are you with your relation with students?" which revealed a 20 per cent drop in the number of junior high school teachers giving the "very satisfied" response. High school teachers also exhibited a drop of 7 percentage points in the endorsement of the "very satisfied" category. Overall then, the results appear to be quite stable for the three-year period.

An examination of Appendix A reveals that elementary school teachers report distinctly more positive attitudes toward students, parents, fellow staff, and school administration than secondary school teachers. They also tend to use innovative practices to a greater extent than secondary teachers. The incidence of perceived school problems increased with grade level for 7 of the 18 listed problem areas. Self-perceptions of elementary and secondary teachers were nearly identical. A considerable degree of "localism" was reflected in the finding that about two-thirds of the teachers, regardless of grade level, spent most of their lives within 30 miles of the school district in which they taught.

The 50 attitude items were analyzed via crossbreak analysis with teacher experience, education, sex and community type serving as control variables. Since all analyses were performed separately by grade level, 600 contingency tables were constructed (200 per grade level) and analyzed for significance by the chi square statistic. When so many analyses are performed, the opportunity for significant results occurring by chance becomes rather great. By employing the "sacred" five per cent level for significance testing, one might expect 30 significant results

by chance alone. A perusal of the computer printouts revealed that over 75 per cent of the chi square tests were statistically significant. From these results, it is tempting to gleefully report the findings with the assurance of one who has achieved "significant" differences, the apparent goal of many research efforts. With 10,000 cases at each grade level, one can readily obtain statistically significant results. This is true because statistical significance is a function of sample size. Many statisticians have warned of this problem as amply illustrated in the articles compiled by Morrison and Henkel (1970). To aid the practitioner in distinguishing substantive significance from statistical significance, Cohen (1969) outlined ways of determining an index he called "Effect Size." For contingency tables, one may convert the contingency coefficient (a measure of association) into an effect size measure. Applying Cohen's guideline for a small effect size (which converts to a contingency coefficient of about .20) to the present data, serves to remove from consideration those statistically significant but trivial results. Hence, the results displayed in the appendices are for those crossbreaks which are both statistically and substantively significant. The tabled crossbreaks do not include chi square, p-values, contingency coefficients and effect size in order to reduce the amount of space required. This is made possible by the fact that all tabled results are significant in the statistical sense ($p < .001$).

Summarized in Appendix B are the significant findings for the teacher perception of the district and school building administration. Teacher experience was the only control variable demonstrating consistent significant results. Without exception, more experienced teachers exhibited a more favorable perception of the administration's effort in providing leadership, support and encouragement.

Appendix C summarizes the significant relationships between teacher experience and usage frequency of various innovative classroom practices. Again, the teacher experience variable provided the only consistent significant results. The general finding was that innovative practices were more frequently engaged in by teachers with the least experience. This tendency can perhaps be most often noted in the "not used" category. Several exceptions to the rule did occur. More experienced teachers reported greater use of pupils in community projects and using local citizens as a resource. This is likely due to the increase in contacts that develop as social relationships expand through one's involvement in community life.

Appendix D displays the percentage of teachers in rural, suburban and urban settings indicating the existence of particular problems. Hardly a revelation is the fact that the besieged urban teachers report the highest incidence of problems in 10 of the 18 areas. These include teacher turnover, student absences, inadequately clothed/fed students, race conflict, class interruptions, insufficient freedom, discipline, disinterested students, uncooperative teachers and poor instructional equipment. Suburban areas reported excessive competition for grades which increase across grade levels, parental pressure for grades and, with rural communities, an overconcern with athletics. Teachers in rural communities were more prone to report classes being too large and disinterested parents. The order in which teachers from the three community types cited disinterest among students as a problem paralleled exactly the order of EQA basic skills achievement observed in urban, suburban and rural schools. Urban teachers reported the highest incidence

of student disinterest, suburban teachers the least and rural teachers inbetween. Achievement levels during EQA testing ranked urban schools lowest, suburban schools highest and rural schools inbetween.

Page D-2 of Appendix D presents the relationship of perceived problems with certain control variables. With only two exceptions, teacher experience was the important control variable. Except for class interruptions, which the more experienced teachers tended to cite as a problem, the greatest incidence of perceived problems was reported the least experienced teachers.

Substantively significant relationships involving the teacher self-concept items were rare and are not presented. Generally, the pattern observed for the total group is also found when analyzed by control variables.

SUMMARY

The data clearly show that the most positive attitudes toward students, parents, fellow staff and school administration are held by elementary school teachers. Furthermore, they report fewer problems affecting the learning atmosphere and tend to use innovative practices more frequently than secondary teachers.

Teachers with the least experience (1-4 years) reported the most frequent use of innovative classroom practices. A higher percentage of young teachers also reported that particular problems existed in their school, particularly those concerning discipline, poor instructional equipment, and student apathy toward learning.

More favorable responses to questions pertaining to district and to school administration were given by more experienced teachers. Paradoxically, teachers with the least experience (1-4 years), dispite their greater tendency to implement innovative practices, responded much more negatively to a question concerning the administration's encouragement of classroom innovation than did more experienced teachers (5-14 years and 15 plus years) who were less apt to use innovative techniques. This finding held up across grade levels. Elementary teachers gave more favorable responses to all but one of the questions dealing with district and school administration.

Community type was most influential in the area of perceived school problems. Urban teachers reported the highest incidence of problems in ten of the eighteen areas under consideration. The problems cited dealt mostly with disruptive influences such as discipline, class interruptions, and student absence. Suburban teachers reported the greatest frequency of problems in two areas which reflect concern with excessive pressure for grades originating from the home and from competition among students. Teachers in rural communities most frequently cited parent apathy and classes being too large.

This study, although the analysis is only partially complete, seems to reflect a socialization process in which teachers, as they accrue time on the job, become less inclined to attempt innovative techniques and become more accepting of administration, facilities, and students. It may also be that the more innovative teachers leave the classroom

after several years leaving a residual group of teachers with the pattern just described. In either case, there is a need for the education community to consider which aspects of the process seem to lead to the tendency toward complacency and away from innovation.

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APPENDIX A
TEACHER QUESTIONNAIRE
1974 RESULTS
All Responses in Per Cent

WHERE HAVE YOU SPENT MOST OF YOUR LIFE?

	5th	8th	11th
In or within 30 miles of the boundaries of this school district	68	62	60
More than 30 miles but less than 100 miles from the present boundaries of this school district	15	20	21
More than 100 miles from the boundaries of this school district	17	18	19

IN YOUR TEACHING SITUATION HOW SATISFIED ARE YOU WITH YOUR RELATIONSHIP WITH:

		Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Parents and parent groups	5th	3	12	46	38
	8th	5	19	51	25
	11th	6	17	49	26
Fellow staff members	5th	2	6	30	61
	8th	2	8	36	53
	11th	3	11	41	44
Students	5th	2	6	37	55
	8th	2	8	36	53
	11th	3	11	41	44

MARK THE ANSWERS WHICH BEST DESCRIBE YOUR FEELINGS ABOUT THE COMMENTS BELOW:

		Almost Never True	Seldom True	Sometimes True	Usually True	Almost Always True
I enjoy classroom teaching.	5th	0.2	0.2	3	32	65
	8th	0.2	0.9	8	44	46
	11th	0.3	0.8	7	43	49
The administration in this school acts decisively on suggestions from the faculty.	5th	4	12	35	34	15
	8th	7	17	38	29	9
	11th	9	19	41	25	6
The administration in this school supports the disciplinary measures of the teachers.	5th	2	5	19	37	36
	8th	4	9	25	35	26
	11th	5	11	29	35	19

		Almost Never True	Seldom True	Sometimes True	Usually True	Almost Always True
The administration in this school encourages classroom innovation with real, practical support.	5th	3	8	20	34	32
	8th	4	11	26	34	21
	11th	5	13	28	33	17
The administration in this school is concerned with real student progress as opposed to token programs which only appear to be progressive.	5th	3	6	20	36	34
	8th	4	11	28	35	20
	11th	6	13	30	33	16
The administration in this school is more concerned with real student progress than with quiet, orderly classrooms.	5th	3	7	21	40	27
	8th	5	13	29	35	16
	11th	6	13	30	33	16
The administration in this school encourages teacher initiative in regard to new programs, as opposed to handing down decisions which the teachers then must carry out.	5th	4	9	20	36	31
	8th	5	12	24	35	24
	11th	7	14	31	35	11
The central administration of this district treats teachers as professional, contributing members of the staff.	5th	6	11	27	35	21
	8th	9	17	30	30	14
	11th	6	13	26	35	20
Teachers can expect support for their classroom policies from the central administration of this district.	5th	4	8	30	41	17
	8th	5	13	33	36	12
	11th	11	17	30	29	14
The central administration of this district is effective in developing realistic program goals	5th	5	11	32	38	13
	8th	8	18	37	29	8
	11th	6	14	33	35	12

HERE IS A LIST OF SOME CLASSROOM PRACTICES. FOR EACH PRACTICE MARK THE COLUMN WHICH BEST INDICATES YOUR USE OF THE PRACTICE.

		I Do Not Use It	I Use It Monthly	I Use It Weekly	I Use It Daily
Pupil participation in lesson planning	5th	33	23	26	16
	8th	38	26	20	15
	11th	38	26	20	15
Pupil participation in classroom teaching	5th	13	19	28	39
	8th	19	29	23	29
	11th	19	28	23	29
Having pupils work in small learning teams	5th	5	14	31	50
	8th	14	31	30	25
	11th	15	33	32	19
Role playing (acting out situations)	5th	20	40	31	8
	8th	49	31	14	5
	11th	52	29	13	5
Use of games to aid learning	5th	3	12	40	44
	8th	23	40	27	9
	11th	34	40	19	6
Pupil evaluation of classroom climate	5th	23	30	28	18
	8th	39	39	14	7
	11th	38	40	14	8
Pupil participation in developing classroom rules	5th	11	27	26	34
	8th	46	29	13	11
	11th	52	26	12	9
Involving pupils in community projects	5th	54	35	7	2
	8th	62	29	6	3
	11th	57	30	7	4
Utilizing local citizens as resource personnel	5th	52	39	4	2
	8th	61	33	4	1
	11th	52	40	5	2
Pupils as helpers or tutors of other pupils	5th	5	12	31	52
	8th	13	26	30	31
	11th	18	28	28	26
Joint lesson planning with one or more teachers	5th	43	18	22	16
	8th	48	26	15	10
	11th	53	26	15	7

SURVEYS OF SCHOOL PROBLEMS SHOW A NUMBER OF THINGS REPORTED BY TEACHERS AS REDUCING THE EFFECTIVENESS OF THE SCHOOL. BELOW IS A PARTIAL LIST OF THESE PROBLEMS. MARK Y (YES) FOR THOSE SITUATIONS THAT CONSTITUTE A PROBLEM IN YOUR SCHOOL. MARK N (NO) FOR THOSE THAT DO NOT CONSTITUTE A PROBLEM IN YOUR SCHOOL.

			5th	8th	11th
	There is too much teacher turnover.	YES	8	14	12
		NO	91	86	87
	The classes are too large for effective teaching	YES	51	62	53
		NO	48	38	46
(P)	There are too many absences among students	YES	22	47	66
		NO	78	53	34
(P)	Pupils are not well fed and/or well clothed	YES	16	13	10
		NO	83	87	90
	The different races or ethnic groups don't get along together	YES	6	11	10
		NO	94	89	90
	There are too many interruptions during class periods	YES	23	34	43
		NO	77	66	57
	Teachers have too little freedom in such matters as textbook selection and curriculum	YES	37	22	18
		NO	62	77	82
(P)	Parents attempt to interfere with the school	YES	23	24	22
		NO	77	76	78
	There is too much competition for grades	YES	22	26	30
		NO	78	74	70
	There is too much emphasis on athletics	YES	11	33	43
		NO	89	66	56
	There should be a better mixture; the students are all too much of one type	YES	18	24	24
		NO	82	76	76
	Too much time has to be spent on discipline	YES	31	36	27
		NO	68	64	73
(P)	The parents put too much pressure on the students for good grades	YES	30	26	29
		NO	70	73	71
	The students aren't really interested in learning	YES	30	57	61
		NO	70	42	39
	There is a lack of effective leadership from the school administration	YES	30	40	46
		NO	70	60	53
(P)	The parents don't take enough interest in their children's schoolwork	YES	45	61	66
		NO	54	38	34

(P) = Perception of Parents

		5th	8th	11th
The teachers don't seem to be able to work well together	YES	12	14	18
	NO	88	86	82
We have poor instructional equipment: supplies, books, laboratory equipment, etc.	YES	19	24	21
	NO	80	76	78

PLEASE MARK THE RESPONSE WHICH BEST DESCRIBES HOW YOU USUALLY FEEL.

		Almost Never True of Me	Seldom True Of Me	Sometimes True Of Me	Often True Of Me	Almost Always True of Me
I feel that my ideas are considered worthwhile by my supervisors.	5th	2	6	31	38	22
	8th	3	7	30	38	22
	11th	4	8	30	37	22
I have a lot of influence with my colleagues on educational matters.	5th	5	17	52	22	4
	8th	5	17	50	24	5
	11th	5	17	49	24	5
I have confidence in myself even when people disagree with me.	5th	1	4	21	45	29
	8th	1	2	17	47	33
	11th	1	2	15	46	36
I find it difficult to interact with others.	5th	37	38	19	4	1
	8th	37	38	19	4	1
	11th	36	38	20	5	1
I seem to be the kind of person who has more bad luck than good luck.	5th	45	38	13	2	1
	8th	41	38	15	4	2
	11th	43	37	14	3	2
I have trouble making up my mind about important decisions.	5th	28	37	28	5	2
	8th	31	39	23	5	2
	11th	33	39	21	5	2
In my activities at school I am assertive and self-reliant.	5th	2	3	16	45	34
	8th	3	3	14	43	37
	11th	3	3	13	43	38
I don't take a position on something until I find out what my colleagues think.	5th	21	37	31	8	2
	8th	23	37	29	8	2
	11th	25	37	28	8	2

I AM A

	5th	8th	11th
Male	20	54	61
Female	79	44	38

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR LEVEL OF FORMAL EDUCATION?

	5th	8th	11th
No degree	3	(0.3)	(0.5)
Bachelor's degree	63	57	49
Master's degree or equivalency	26	30	32
Master's degree plus one year	6	12	16
Doctor's degree	(0.09)	(0.29)	(0.67)

APPENDIX B

Percentage of Response for Teacher Perception of District and School Administration

ITEM 2: Teachers Can Expect Support for Their Classroom Policies From The Central Administration of This District

Grade Level	Control Variable		Almost Never True	Seldom True	Some-times True	Usually True	Almost Always True
Grade 5	Experience	1-4 yrs.	3	8	32	42	15
		5-14 yrs.	4	10	33	38	15
		15+ yrs.	3	6	26	41	23
Grade 8	Experience	1-4 yrs.	4	11	35	38	12
		5-14 yrs.	7	15	34	35	9
		15+ yrs.	5	12	31	37	17

ITEM 3: The Central Administration of This District is Effective In Developing Realistic Program Goals

Grade Level	Control Variable		Almost Never True	Seldom True	Some-times True	Usually True	Almost Always True
Grade 5	Experience	1-4 yrs.	4	12	33	39	13
		5-14 yrs.	6	13	35	36	11
		15+ yrs.	4	9	28	41	19
Grade 8	Experience	1-4 yrs.	6	16	38	32	8
		5-14 yrs.	10	20	38	27	6
		15+ yrs.	7	15	35	30	12
Grade 11	Experience	1-4 yrs.	7	18	38	31	7
		5-14 yrs.	11	21	37	25	6
		15+ yrs.	9	16	34	31	10

Percentage of Response for Teacher Perception of District and School Administration

ITEM 3: The Administration in this School Encourages Classroom Innovation With Real, Practical Support

Grade Level	Control Variable		Almost Never True	Seldom True	Some-times True	Usually True	Almost Always True
Grade 5	Experience	1-4 yrs.	3	8	23	33	34
		5-14 yrs.	3	8	22	34	33
		15+ yrs.	2	4	16	39	38
Grade 8	Experience	1-4 yrs.	4	12	27	33	23
		5-14 yrs.	5	13	27	34	21
		15+ yrs.	2	9	24	40	25
Grade 11	Experience	1-4 yrs.	5	15	30	33	17
		5-14 yrs.	7	15	31	32	15
		15+ yrs.	4	10	27	39	20

ITEM 4: The Administration in this School is Concerned with Real Student Progress as Opposed to Token Programs which Only Appear to be Progressive

Grade Level	Control Variable		Almost Never True	Seldom True	Some-times True	Usually True	Almost Always True
Grade 5	Experience	1-4 yrs.	2	6	21	37	33
		5-14 yrs.	3	7	21	36	32
		15+ yrs.	2	4	16	37	41
Grade 8	Experience	1-4 yrs.	4	11	29	37	20
		5-14 yrs.	5	13	29	34	19
		15+ yrs.	3	8	25	38	26
Grade 11	Experience	1-4 yrs.	5	12	33	35	15
		5-14 yrs.	8	16	31	32	14
		15+ yrs.	5	11	28	37	20

Percentage of Response for Teacher Perception of District and School Administration

ITEM 5: The Administration in This School is More Concerned with Real Student Progress than with Quiet, Orderly Classrooms

Grade Level	Control Variable		Almost Never True	Seldom True	Some-times True	Usually True	Almost Always True
Grade 8	Experience	1-4 yrs.	6	14	30	35	15
		5-14 yrs.	5	15	30	35	15
		15+ yrs.	3	9	27	41	20
Grade 11	Experience	1-4 yrs.	7	17	33	32	11
		5-14 yrs.	8	16	32	34	10
		15+ yrs.	4	11	28	41	15

ITEM 6: The Administration in this School Encourages Teacher Initiative in Regard to New Programs, as Opposed to Handing Down Decisions which the Teachers then Must Carry Out

Grade Level	Control Variable		Almost Never True	Seldom True	Some-times True	Usually True	Almost Always True
Grade 5	Experience	1-4 yrs.	3	10	22	35	31
		5-14 yrs.	4	11	21	35	29
		15+ yrs.	3	6	17	36	37
Grade 8	Experience	1-4 yrs.	5	11	24	35	26
		5-14 yrs.	6	14	25	34	22
		15+ yrs.	4	8	24	38	26

APPENDIX C

Percentage of Response for Innovative Classroom Practices

Classroom Practice	Grade	Teacher Experience	Not Used	Monthly	Weekly	Daily
Pupil participation in lesson planning	5	1-4 yrs.	30	27	27	16
		5-14	31	25	28	16
		15+	36	18	27	19
	8	1-4 yrs.	33	29	20	18
		5-14	39	26	20	15
		15+	44	23	20	13
	11	1-4 yrs.	30	29	21	20
		5-14	39	26	20	15
		15+	44	24	20	13
Pupil participation in classroom teaching	5	1-4 yrs.	10	20	29	42
		5-14	12	20	29	39
		15+	19	18	27	36
	8	1-4 yrs.	15	30	24	32
		5-14	18	29	23	30
		15+	25	27	21	27
	11	1-4 yrs.	16	28	24	32
		5-14	17	29	23	30
		15+	26	27	22	26
Role Playing (Acting out situations)	5	1-4 yrs.	17	44	32	6
		5-14	21	41	30	8
		15+	18	35	34	13
	8	1-4 yrs.	45	35	16	5
		5-14	42	31	13	5
		15+	55	26	13	6

Percentage of Response for Innovative Classroom Practices

Classroom Practice	Grade	Teacher Experience	Not Used	Monthly	Weekly	Daily
Use of games to aid learning	8	1-4 yrs.	17	41	32	9
		5-14	22	43	26	9
		15+	32	36	21	11
	11	1-4 yrs.	24	45	25	7
		5-14	33	42	19	6
		15+	46	33	14	6
Pupil evaluation of classroom climate	5	1-4 yrs.	21	34	28	17
		5-14	23	32	28	17
		15+	23	23	30	24
	8	1-4 yrs.	35	44	15	7
		5-14	40	41	13	7
		15+	44	30	16	10
Involving pupils in community projects	5	1-4 yrs.	58	37	4	2
		5-14	55	37	6	2
		15+	52	32	11	5
	8	1-4 yrs.	67	27	4	2
		5-14	62	31	5	2
		15+	58	29	9	5
Utilizing local citizens as resource personnel	5	1-4 yrs.	56	40	3	1
		5-14	50	44	5	2
		15+	50	40	6	3
Pupils as helpers or tutors of other pupils	5	1-4 yrs.	3	11	30	57
		5-14	5	12	31	52
		15+	8	13	29	50

APPENDIX D

Teacher Perception of Problems by Grade Level and Community Type

Perceived Problems	Grade 5			Grade 8			Grade 11		
	R	S	U	R	S	U	R	S	U
Teacher turnover	7	7	16	12	13	26	14	10	24
Classes too large	57	45	49	64	60	59	56	52	59
Student absences	20	19	39	50	42	75	61	67	92
Inadequately clothed/fed students	17	12	28	14	11	24	12	8	21
Race conflict	3	8	13	4	13	35	4	12	41
Class interruptions	23	22	34	36	29	55	45	41	67
Insufficient freedom	35	36	54	18	21	50	15	18	53
Parental interference	21	27	26	22	24	28	22	22	24
Excessive competition for grades	22	23	19	24	28	26	24	33	30
Excessive emphasis on athletics	13	8	7	39	31	23	43	45	31
Students too much of same type	17	17	25	26	22	24	25	22	32
Excessive time on discipline	29	30	48	31	36	58	27	26	59
Parental pressure for grades	30	36	23	21	30	27	21	34	29
Students disinterested	31	26	42	61	55	66	64	59	68
Lack of leadership	30	29	34	43	36	49	47	47	44
Parental disinterest	49	36	61	69	56	65	73	62	63
Uncooperative teachers	11	9	15	16	11	24	17	18	26
Poor instructional equipment	21	17	26	23	23	39	22	20	48

NOTE: Figures in columns are the percentage of teachers indicating that a certain problem exists in his or her school.

Teacher Perception of Problems for Significant Control Variables

Perceived Problem	Grade	Control Variable		Percent Citing Problem
Class interruptions	5	Experience	1-4 yrs.	20
			5-14	24
			15+	30
Excessive emphasis on discipline	11	Sex	Male	37
			Female	53
Excessive time on discipline	8	Sex	Male	31
			Female	41
	8	Experience	1-4 yrs.	43
			5-14	32
			15+	33
	11	Experience	1-4 yrs.	37
			5-14	24
			15+	24
Student disinterest in learning	11	Experience	1-4 yrs.	69
			5-14	60
			15+	56
Poor instructional equipment	5	Experience	1-4 yrs.	28
			5-14	18
			15+	12
	8	Experience	1-4 yrs.	32
			5-14	24
			15+	15
	11	Experience	1-4 yrs.	31
			5-14	21
			15+	14